

# DEVELOPING STUDENTS' READING COMPREHENSION THROUGH QUESTION GENERATION STRATEGY

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## Abstract

The objective of this research is to find out whether the use of Question Generation Strategy can develop of students' reading comprehension or not. This research used a quasi-experimental research design. The population of this research was the eight grade students of SMPN 19 Palu. The sample of this research was selected by using a total sampling technique. The instrument of data collection was a test. The data were analyzed statistically to find out the significant difference of the students improvement in pretest and posttest. The results show that the mean score of experimental group in posttest is 77.59 while the mean score of control group in posttest is 67.13. Another result shows the  $t_{\text{counted}}$  (4.23) is greater than the  $t_{\text{table}}$  (2.000), which means that the hypothesis of the research is accepted. In other words, there is improvement of using Question Generation Strategy in developing students' reading comprehension.

**Keywords:** *Developing, Reading Comprehension, Question Generation Strategy.*

## Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan Question Generation Strategy dapat meningkatkan kemampuan membaca siswa atau tidak. Penelitian ini menggunakan desain penelitian quasi-experimental. Populasi yang digunakan pada penelitian ini adalah siswa kelas delapan SMPN 19 Palu. Sampel dipilih dengan menggunakan total sampling technique. Instrumen yang digunakan pada teknik pengumpulan data adalah tes. Data yang didapat dianalisa secara statistik untuk mendapatkan perbedaan yang jelas dari hasil peningkatan siswa di pretest dan posstest. Setelah dianalisa, data menunjukkan skor rata-rata pada grup eksperimental pada posttest adalah 77.59 sedangkan skor rata-rata grup kontrol pada posttest adalah 67.13. Hasil yang ada juga menunjukkan bahwa  $t_{\text{hitung}}$  (4.23) lebih besar dari  $t_{\text{tabel}}$  (2.000), yang berarti hipotesis penelitian ini diterima. Dengan kata lain, terdapat peningkatan dengan menggunakan

**Kata kunci:** *Meningkatkan, Reading Comprehension, Question Generation Strategy.*

## INTRODUCTION

Question generation is predicated on students' asking and answering questions. Creating questions in the classroom environment can set the stage for question generation as well as inquiry in general. Asking their own questions can motivate students to read and find the answers. Also, students are more likely to comprehend the text when searching for the answers to the questions that are important and significant to them. There are some of key points the question generation strategy. Firstly, it creates a questioning environment to encourage students to ask questions during reading. This sets the stage for the question generation strategy. Secondly, teaches students how to ask and answer questions. This is a skill needed to complete the strategy. Thirdly, consider teaching the prerequisite skills individually. These skills are: turning a statement into a question and answering it, finding the important idea in text, and turning the important idea into an integrative question and answering it. Each skill should be explicitly modeled and scaffolded. Thinking aloud reveals the thought process for students. Fourthly, students can engage in the entire strategy with appropriate scaffolding. Keep in mind that students don't need to master all the prerequisite skills in order to complete the entire strategy. Fifthly, asking and answering integrative questions is a recursive process. Students will engage and reengage the text to ask and answer these questions. next, connect the question generation reading strategy to writing by using the answers to create a summary. Finally, continually assess student progress and reteach as necessary. Formative assessment will drive the pace and depth of instruction.

The objectives of teaching reading in junior high school are to enable the students to get certain pieces of information to identify general idea about the text and to get the main idea both explicitly and implicitly. A good rule for the teacher is to let them read when they are ready to do so.

By reading, students can comprehend written texts to reach functional literacy. Reading is called receptive skill which is a way to understand the content of a text. In teaching reading comprehension, the students are expected to be able to gain the information from printed text.

Reading is expected to comprehend written texts to reach functional literacy. From the statement, reading is to find out and understand the meaning of the printed text. Reading also is a receptive skill which is a way to understand the content of a text. In teaching reading comprehension the students are expected to be able to gain the information from printed text.

Reading is a cognitive process of decoding symbols to derive meaning from text. Decoding refers to the process of translating printed words into sounds. Reading can be an interactive process between a reader and a text which leads to automaticity or reading fluency. Heineman (2009:10) states that reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading. the knowledge/information (or misinformation, the absence of information), strategies for processing text, moods, fears and joys-all of it.

According to Frank Smith (2004:2), reading is properly employed for all manner of activities when we endeavor to make sense of circumstances; its original meaning was "interpretation". We read the weather, the state of the tides, people's feelings and intentions, stock market trends, animal tracks, maps, signals, signs, symbols, hands, tea leaves, the law, music mathematics, minds, body language, between the lines. When employed refers the interpretation of a piece writing, is just a special use of the term. We have been reading-interpreting experience-constantly since birth and we all continue to do so.

Reading comprehension is a process of making meaning from the text. The goal, therefore is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. The Panel (2010: 5) defines reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." Extracting meaning is to understand what an author has stated, explicitly or implicitly. Constructing meaning is to interpret what an author has said by bringing one's "capacities, abilities, knowledge, and experiences" to bear on what he or she is reading. These personal characteristics also may affect the comprehension process. According to Grabe and Stoller, (2002: 19), reading comprehension abilities are "quite complex and they vary in numerous ways depending on task, motivations, goals and language abilities."

According to Burns, Roe, and Ross. (1984: 177) reading comprehension divided into four levels are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

#### 1) Literal Comprehension

Literal comprehension understands information and idea that are explicitly in the text pages. Reading for literal comprehension is directly stated in the text. Literal comprehension is the simplest level of comprehension and makes the least demands on reasoning. It means the answer to literal queries simply demand that the readers recall

from memory what the text says reading on the literal comprehension stage requires a lower of thinking skills than the other three levels. By the literal comprehension, the readers can identify facts directly stated in the passage about the character and setting of the story, supporting details, summarizing and outlining.

## 2) Interpretative Comprehension

Interpretative comprehension is reading between the lines or making a conclusion. It is higher levels in reading, the reader must be higher thinking because of the process getting ideas that are implied rather than directly stated. It concerns to read critically and analyze what has been read which is not directly stated but suggested in the statement.

## 3) Critical Comprehension

Critical comprehension is evaluating written material, making the personal judgment of the accuracy value, the truth of what is read. The reader must be interpret, apply, evaluate the person who wrote the material, the author's purpose, point of view, competence and styles.

## 4) Creative Comprehension

Creative comprehension is an activity gets new ideas and information in reading the passage with the knowledge they get before. It needs the readers to think as they read and also use their imagination when a reader reads creatively, she creates a new idea, solution to the problem, and a new way of looking at something from the ideas of the passage.

There are two specific reading techniques which are commonly known. They are as follows; skimming and scanning. Skimming is a method of rapidly moving the eyes over the text with the purpose of getting only the main ideas and a general overview of the content. Skimming refers to the process of reading only main ideas within passage to get an overall impression of the content of reading selection. Meanwhile, scanning is a method rapidly covers a great deal of material in order to locate a specific fact or piece of information. Scanning is very useful for finding a specific name, data, statistic, or fact without reading the entire article.

The two specific techniques of reading above are used in the reading process. Students will learn how to skim and scan, they may get main ideas and a general overview of the text or content by skimming, and they may get the specific information and facts of the text or content by scanning.

The teaching of reading has attracted much attention from English teachers. Most teachers sometimes find it difficult to teach reading. It is because they do not meet the appropriate material to reinforce the students' thinking. They sometimes tell the students to read English texts which are not interesting to the students. As a result, the students feel bored and lose their motivation in reading the text. In order to be able to teach reading effectively, an English teacher has to be selective in choosing material to be taught. In other words, an English teacher must be able to reinforce the students' thinking by giving interesting reading materials.

They also must be provided with reading strategy. An effective reading strategy can assist the students to have good reading ability. By having a good reading ability, they can have knowledge or information which is the input to the communication process. The four language skills can be mastered or used well if students have had a good reading ability. Poor reading ability will make the students find it difficult to develop their knowledge. Therefore, it is important to note that the teacher must be able to teach students how to read effectively.

Based on the observation conducted with a number of students in SMP Negeri 19 Palu and then interviewed the teacher, the teaching-learning processes could not run well because of many problems. One of them was that the students were still not interested in reading English material given. As a result, most students considered reading English as a very boring activity. They found it difficult to understand what was written in the texts. In conclusion, the students considered reading as a boring activity when having English learning.

The teacher in SMP Negeri 19 Palu has done many efforts to solve those problems, but most of them were still ineffective yet. The teacher sometimes tells the students to read the text which did not interest the students. The teacher found it difficult to teach reading. This was caused by the method applied by the teacher still seems traditional. The teacher instructed the students to read texts and answer the questions only without telling the students the way of reading. It makes the students feel bored to read and lose their motivation to read.

There are many strategies that can be used to teach reading. One of them is Question Generation strategy. Question generation is a reading comprehension strategy whereby readers ask and answer meaningful questions about the text's important or main ideas while reading (National Institute of Child Health and Human Development [NICHD], 2000). Question generation is a strategy that requires students to read a specific assignment, create questions to get important information from the passage and answer the question. Asking students to create their own question about a reading passage encourages them to read more

actively and helps them to focus their attention on main ideas. The questions should be in general, use question stems commonly referred to as reporters' question or known as wh-question.

Question generation is important because it ultimately improves students' understanding of the text and teaches them to become independent self-questioners. "The assumption is that readers will learn more and construct better memory representation when self-questions are asked while reading." (NICHD, 2000, pp. 4–89) The National Reading Panel's examination of reading research concluded that question generation is a strategy that can improve reading comprehension (NICHD, 2000). "When students know how to ask questions before, during, and after reading, they have learned an important strategy for comprehending and constructing meaning." (Vacca, Vacca, & Gove, 2000, p. 232.) And finally, Rosenshine, Meister, and Chapman's (1996) review of question generation studies found the rationale for teaching the strategy is that it is "a means of providing active processing, central focusing, and other comprehension-fostering and comprehension-monitoring activities." (Rosenhine et al., p. 197).

The researcher formulated the stages used in applying the Question Generation strategy in teaching reading comprehension. The steps are as follows:

1. The teacher guides the students to make some pairs.
2. The teacher Providing and giving the narrative text.
3. Explain how to use the Question Generation strategy.
4. Ask the students to read the text.
5. Guide the students to find the important idea, the important idea in the text where the character, time, place, and the problem in the story or the text.
6. Guide the students how to turn the important idea into a question, after the students find the important idea, the students turn the important idea into an interrogative question using WH-Question.
7. The students answer the question randomly.

Narrative text is a text which contains about a story like a fairy tale, folktale, fable, legend, short story and other same story. Function of the narrative text is amuse or tell a story to a reader. Anderson, M and Anderson, K., (1997:8) defines that "Narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener". Its plot consists of climax of story (complication) then following by resolution and sometimes has a reorientation.

The are four aspects of the narrative text are orientation, complication and resolution. An orientation is told about the characters, place, time of the story. A complication is told the problem or conflict of the story, a resolution is used to solve the problem of the story and the last a reorientation is provides a comment or morally based on what has been learned from the story. In narrative text are some common language features (1) Usually past tense; (2) Action verbs; (3) Written in the first person or the third person; (4) Usually adjective and adverb; and (5) conversation or dialog.

Hence, based on the problems above, the researcher investigated the effectivity of Question Generation strategy and formulated the research question as follows: "Can the use of question generation improve students' reading comprehension of the students at SMP Negeri 19 Palu?" In other words, the objective of this research is to prove that the use of question generation Strategy in improving the students' reading comprehension.

Reading is one of the language skills that have to be mastered by students in learning a foreign language is reading skill. It is a skill that works as a communication way of a written text between a writer and a reader. Reading as a way to understand and get information by written text like a book, magazine, newspaper, novel, comic, etc. Reading is also an important aspect for students to develop knowledge.

Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing idea, recognizing authors' purpose, making a judgment and evaluating. Word an important factor in determining the degree of comprehension.

## METHODS

A quasi-experimental design was used as the research design, the researcher used a whole classes to be the sample a the experimental and control groups because the availability of the participants. Therefore, the researcher implemented Question Generation Strategy in the experimental class while students in control class taught using silent reading method.

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experiment	T	X	T
Control	T		T

The population of this research was the eighth grade of SMPN 19 Palu. There were five classes and each class consists of 20 but class D consist of 19 and class E consist of 18 students. The total number of population was about 97 students.

Table 3.2 Population of the Research

No	Classes	Number of Students
1.	VIII A	20
2.	VIII B	20
3.	VIII C	20
4.	VIII D	19
5.	VIII E	18

The technique that the researcher will choose in selecting the sample is cluster random sampling. The convenience sample is one of the main types of non-probability sampling methods. The convenience sample is statistical method of drawing representative data by selecting people because of their availability or easy access.

There are two variables in this research, dependent variable and independent variable. The dependent variable represents the effect, while the independent variable represent the cause. In this study, students' achievement in comprehending text is the dependent variable, while the strategy used or (QGS) is the independent variable.

The instrument of data collection the research data is the test. The researcher gives a pre-test to the students to find out the students' reading skill before gets treatment. While the post-test was used as measurement to know how well the question generation strategy develop the reading skill of the students.

Technique of data collection in this research will be pre-test and post-test that gave to both experimental class and control class. In this research, the researcher gives pre-test to see students' basic capability in reading before using Question Generation Strategy in reading class. The next test will be post-test which measured the difference of the students' score between the experimental class and control class after given the treatment.

Table 3.3 The Scoring System of the Tests

No	Kind of Test	Number of Item	Correct	Incorrect
1	Multiple Choice	10	1	0
2	Essay	5	3	1



3	True or False	10	1	0
Max grade		25		

Table 3.4 Distribution of Essay Test

Test Type	Score	Explanation
Essay	0	The students do not answer the question.
	1	The students answer the question but the answer is not correct.
	2	The students answer the question with the correct answer but not grammatically.
	3	The students answer the question with the correct answer and grammatically.

## FINDINGS

In these findings, the researcher presented the results and the data analysis taken from pre-test and post-test of both experimental and control groups. The results were used to measure the effectivity of Question Generation Strategy. Since the result of this research were analyzed statistically, in offering data the researcher analyzed the data taken from pre-test and post-test which was given to both control and experimental class. The test (pretest-posttest) to both simple classes measuring the students ability in comprehending narrative text before and after treatment. The result of each test was compared to measure whether the use of reading comprehension through question Generation Strategy or not Question generation strategy refers to the written question generated by the students during their reading of the assigned texts based on the two types of forms – yes/no question and information question. The results of the test are explained follows:

This study was carried out in response to the notion that students generated questions are more effective in improving their reading comprehension, and that when students practiced more of question generation, their knowledge of English was supposed to increase. Therefore, the present study attempted at testing the effect of student generated questions on their reading comprehension and use of English. The students who were taught question generations strategy would perform significantly better than the ones who did not receive the teaching of the strategy as measured by their comprehension test.

The pre-test was conducted on April 9<sup>th</sup> 2019 in experimental and control class, respectively the researcher conducted the pre-test in order to measure the students. The

researcher singly presents the pre-test result of both control and experimental class in detail in the following table.

Table 3.5 Deviation and Square Deviation of the Experimental Group

No	Initials	Pre-tes ( $x_1$ )	Post-tes ( $x_2$ )	Deviation ( $x_2 - x_1$ )
1	AM	60	68.57	8,5
2	A	60	68.57	8,5
3	DS	51.42	77.14	25,7
4	DA	57.14	68.57	11,4
5	DM	54.28	71.42	17,2
6	FM	62.85	77.14	14,29
7	FTRK	62.85	80	17,15
8	FMP	60	74.28	14,28
9	H	51.42	80	28,59
10	IF	62.85	82.85	20
11	IF	62.85	74.28	11,43
12	LF	60	88.57	28,57
13	MD	57.14	85.71	28,57
14	NY Y	57.14	74.28	17,14
15	RMK	60	82.85	22,85
16	RR	57.14	77.14	20
17	VST	62.85	82.85	20
18	MS	60	82.85	22,85
19	HD	60	77.14	17,14
<b>Total score</b>				<b>354,16</b>

After getting the mean score of both classes in pre-test and post-test, the researcher counted the deviation or score difference of each other class. The total number of students deviation in experimental class was 354.16 and the total of square deviation was 7345.36.

By dividing the total deviation by the number of the students of the experimental group, it could be found it out that the mean score of deviation of the experimental class was 18.64. Furthermore, in order to find out the deviation of the control group, the researcher also provides the following table.

Table 3.6 Deviation and Square Deviation of the Control Group

No	Initials	Pre-tes ( $x_1$ )	Post-tes ( $x_2$ )	Deviation ( $x_2 - x_1$ )
1	AA	51.42	62.85	11.43
2	A	54.28	65.71	11.43
3	F	51.42	60	8.58
4	WJ	51.42	62.85	11.43
5	MS	60	68.57	8.57
6	MP	60	71.42	11.42
7	NPA	60	71.42	11.42
8	NAF	57.14	65.71	8.57
9	PR	51.42	68.57	17.15
10	RY	54.28	62.85	8.57
11	RB	54.28	68.57	14.29
12	SA	54.28	74.28	20
13	SS	51.42	74.28	22.86
14	S	48.57	62.85	14.28
15	WH	57.14	68.57	11.43
16	Y	57.14	65.71	8.57
17	R	54.28	74.28	20
18	PER	51.42	60	8.58
<b>Total score</b>				<b>354,16</b>

Based on the table, it showed that the highest deviation score was 22.86 where as the highest square deviation was 522.5796. Furthermore, the total deviation was 228.58 and the total of square deviation was 3249.24.

## DISCUSSION

In this research, the researcher tried to found out whether the use of Question Generation can develop the students reading comprehension at Eight Grade of SMPN 19 Palu. The students faced several problems in English subject, especially in Reading. One of them was that the students were still uninterested in reading English material given. As a result, most students considered reading English is a very boring activity. They found it difficult to understand what is written in the texts. Pretest and posttest were given to the students. The

posttest was administered to find out whether the students' reading comprehension can be improved through Question Generation Strategy or not.

In order to find out the effect of Question Generation strategy in improving students' reading comprehension, the researcher gave treatment to the group. In applying treatment, the students were the ones who created the questions. The process of creating the questions really spent time, because they had to follow some procedures. First the teacher guided the students made some pairs, second the teacher provided and gave the narrative text to students, third she explained how to use Question Generation strategy, fourth she asked the students to read the text, five guided the students to find the important idea, the important idea in the text were the character, time, place, and the problem in the story or the text, the last she guided the students how to turn the important idea into a question, after the students found the important idea, the students turned the important idea into an interrogative question using WH-Question.

When finishing the process of generating questions, it was time to give a chance to the students to answer their own questions, but not for every meeting. Because at the next meetings, the questions were answered by other students randomly. Finally, the teacher gave motivation to the students to use English in the classroom to build their self-confidence and practice in speaking with their teacher or friends. The objective of this strategy was to make sure that they were not under pressure when answering the questions, because they were the one who generated the question and the question did not come from the teacher. So, they could answer their question correctly, it means they really comprehended the reading text at the end of the meeting.

Question generation is predicated on students' asking and answering questions. Creating questions in the classroom environment can set the stage for question generation as well as inquiry in general. Asking their own questions can motivate students to read and find the answers. Also, students are more likely to comprehend the text when searching for the answers to the questions that are important and significant to them. There are some of key points the question generation strategy. Firstly, it creates a questioning environment to encourage students to ask questions during reading. This sets the stage for the question generation strategy. Secondly, teaches students how to ask and answer questions. This is a skill needed to complete the strategy. Thirdly, consider teaching the prerequisite skills individually. These skills are: turning a statement into a question and answering it, finding the important idea in text, and turning the important idea into an integrative question and

answering it. Each skill should be explicitly modeled and scaffolded. Thinking aloud reveals the thought process for students. Fourthly, students can engage in the entire strategy with appropriate scaffolding. Keep in mind that students don't need to master all the prerequisite skills in order to complete the entire strategy. Fifthly, asking and answering integrative questions is a recursive process. Students will engage and reengage the text to ask and answer these questions. next, connect the question generation reading strategy to writing by using the answers to create a summary. Finally, continually assess student progress and reteach as necessary. Formative assessment will drive the pace and depth of instruction.

Asking questions during reading is an important strategy that can improve students' reading comprehension. By using the question generation strategy, students continually interact with the text, thereby improving their comprehension and recall.

## CONCLUSION

After collecting and analyzing the data in the previous chapter, the researcher concludes that the use of Question Generation Strategy is effective to improve Reading Comprehension of the eight grade students of SMPN 19 Palu. The result of data analysis shows that the t-counted (4.23) was greater than t-table (2.010). By looking at the result of t-counted and t-table it can be said that there is a significant improvement of the students' achievement. The previous statement answer the research questions that applying question generation strategy of the eight grade students of SMPN 19 Palu.

The researcher would like give suggestions to the students, teacher, and other researcher. First, the students should pay attention to the teacher when their teacher give the explation about English lesson to them. They should encourage themselves to learn English especially reading. Second, the teacher used Question Generation Strategy become alternative strategy in teaching reading comprehension. It can make the students interested in reading tests. the last, the other researcher could be makes this research as their reference to conduct other research on the same field.

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